





Questions to consider

- What individuals and/or groups require safeguarding?
- Why?
- Can you think of any examples?
- What do you know about current processes and policies?



What do we mean by safeguarding?

- The Every Child Matters programme (2003) seeks to promote a positive and preventative approach focusing on early intervention where there are concerns for the welfare of a child
- Previously used terms such as 'child protection' were replaced with terms such as 'safeguarding children' and 'promoting their welfare' to reflect wider responsibilities in this area



Working Together to Safeguard Children

- Protecting children from maltreatment
- Preventing impairment of children's health and development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Professionals enabling children to have optimum life chances and to enter adulthood successfully



Four categories of abuse under the guidance

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect



Responsibilities of schools and colleges

- **Governing bodies** of schools should ensure there are effective safeguarding procedures and that it adheres to them.
- **Head teachers** – they have the responsibility to ensure that the policy and procedures are fully implemented and provide resources for staff to fulfil their responsibilities
- **Child protection policy** – this should be in place within schools and available to parents on request and be in line with national or local guidance. It should detail how the school and each individual within it will fulfil safeguarding responsibilities



- **A designated officer for child protection** – Schools should have at least one senior staff member to lead in this and be able to coordinate child protection activity within the school
- **Staff training** – initial training is required for the designated person with refresher training every two years with other staff given training that is refreshed every 3 years
- **Liaison with other agencies** – must work with other agencies where required such as police, social services, youth offending team etc



- **Prevention work with children in schools** – how children can keep themselves safe and recognise signs of abuse
- **Supporting children who have been abused** – support the child, answer any questions, help them develop protective strategies
- All individuals within a school have a duty to safeguard, regardless of their role



Legislation and guidance

- Area Child Protection Committees (ACPCs), later evolved into the Local Safeguarding Children's Boards (LSCBs)
- Children Act (1989)
- Working Together to Safeguard Children
- Children Act (2004)
- Safeguarding Vulnerable Groups Act (2006)
- Children and Families Act (2014)

CONTEST

- PROTEST – strengthen protection against possible terrorist attacks
- PREPARE – to mitigate the impact an attack would have
- PURSUE – to stop terrorist attacks happening
- PREVENT - to stop people being drawn into terrorism (HM Government 2011)

Prevent Strategy (HM Govt. 2016)

1. Respond to the ideological challenge of terrorism and the threat we face from those who promote it
2. Prevent people from being drawn into terrorism and ensure they are given appropriate advice and support
3. Work with sectors and institutions where there are risks of radicalisation that we need to address

Fundamental British Values

- What are they? Summarised by the DfE (2015) as
- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those of different faiths and beliefs
- Preventing discrimination
- The Channel process

Welsh Government

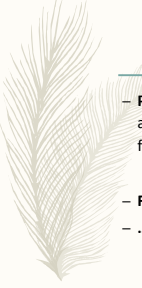
- *'Safeguarding is about protecting children and adults from abuse or neglect and educating those around them to recognise the signs and dangers'* Welsh Government (2017)
- Safeguarding is the responsibility of everyone
- Social Services & Well-being (Wales) Act 2014
- ESTYN and safeguarding
- Welsh Government and safeguarding

Safeguarding in a Digital World - Internet growth

- Over 1.74 billion websites in 2020, in 2010 there were 255 million
- Approximately 380 websites created each minute
- Twenty years ago there were just over 17,000 websites in total

How young people engage in the internet

- **Communication** via email, chat rooms and message boards, IM, SMS, weblogs, social networks, Skype, podcasting.....
- **Entertainment** – watching films on DVD, downloading music, playing games, taking, storage and retrieval of digital images.
- **Education** – research, word processing, data manipulation, modelling, design, WIKIs, creativity, recording thoughts



- **Personal management** – diary, appointment calendars and address books, alarm clock and personal reminders, finding the best party locations!
- **For shopping**
- all at the same time!

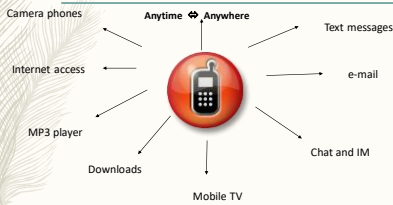


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- 93% of children use a computer and phone
- 8 out of 10 teenagers have a home computer, mobile phone and games console
- 1,400,000 UK pupils have their own web space
- There are over 200 million registered users of MySpace
- There are over 2.7 billion searches on Google each month
- The number of text messages sent every day exceeds the total population of the planet



Mobile Phones



Do you know what is down there?



We wouldn't let a child walk down there on their own.....so why do we let children surf the internet alone?

- Same/different risks?

Internet Reality



How children are protected in schools

- Common network - fully managed service
- Firewalls - Filtering - Monitoring
- Acceptable Use Policies and Guidance
- Training
- Working with others - Safeguarding children's board, police



Issues for schools

- Who is responsible for teaching e-safety?
- ICT Child Protection PSHE – where does it fit?
- What do you teach?
- At what age should internet safety lessons start?
- How can parents be involved?
- External issues being brought into school e.g. cyberbullying
